montana schools

Volume 21, No. 6 Office of Public Instruction 1978

All in a day's work

THE PRINCIPAL:

Beginning with this article, *Montana Schools* will present an article each munth highlighting a typical educator's typical day. For this month's article, *Montana Schools* received special help from Sherry Lithander, principal of Lockwood Primary School and her superintendent, Dennis Espeland, of Billings School District Number 26.

On February 10, Sherry Lithander's school day began at 7:29 a.m. as she entered the Lockwood Primary School along with several other staff members. After she dropped off her last night's work, recommendations to the architect for future expansion plans of the building, Lithander conferred with the office secretary about their joint project—making 455 valentines by Tuesday morning inscribed with "Have a Warm Heart."

And then, . . .

7:35 - 7:55
Met with intermediate building principals and superintendent. Discussed inservice programs about reading and new special education programs. Staff changes reviewed.

8:00 - 8:20
Visited with new teacher substituting for another teacher on maternity leave. Checked with another teacher about a special child who has a behavior problem.

8:20 - 8:45
Placed a new third grader and conferred with her mother. Conducted a brief orientation tour of the building.

8:50 - 9:20
Supervised behavorial encounter group beginning with 10 laps around the gym, followed by some calisthenics. Ended encounter group session with a five-way discussion in the principal's office.

"Three days a week I work with four boys from the second grade who have. . . extra energy. The big thing I'm trying to get them to understand is that they're responsible for their own behavior—and nobody else's.

"It's not a magic pill. But, we have to do something. Getting down the paddle and saying, 'You'll either behave or else,' is rarely legitimate in my book. We are trying to help them learn to build some acceptable behavior skills."

9:30 - 11:00
Hosted parent's coffee and conference. Discussed a torn coat incident. Explained the function and purpose of the resource room. Toured the building and visited every classroom.

"I personally call six parents every Thursday and invite them to Friday morning coffee. Generally they all come. It's a great opportunity for us to show them what's going on in the resource room and in the classroom. By the end of the year, about 200 parents have been in and seen the school."

11:25 - 11:45
Supervised lunchroom. Passed out seven straws, two containers of milk and three hugs.

"We were having an absolutely riotous lunchroom. So we started the rule of no talking. Consequently, the kids began bringing us records. We've had some cowboy music, Elvis, folk songs, John Denver and Shawn Cassidy. Today, it's Alice Cooper."

11:47 - 12:00
Visited teachers having lunch in the "learning barn," the building's open classroom. Conferred with a second grade teacher about a special education child in her classroom. Sang happy birthday to staff member.

12:00 - 12:35
Lunched with school superintendent, intermediate building principal and central office staff, including the "front office ditto lady."

12:40 - 1:05
Conferred with two teachers concerning a child who is violating a contract agreement with his parents and teachers. Ideas discussed about how to deal with the problem. Also mentioned a parent telephone conversation about another child who was sick.

1:05 - 1:15
Talked with several other teachers in the office area, the main hallway and back in the office about individual students.

1:25 - 2:00
Held three-way conference with two teachers about the good things happening in the school and the bad things happening on the playground.

2:00 - 2:30
Began desk work. Reviewed book order. Completed and filed notes. Composed a "Monday Memo" for staff.

"I take 10 minutes to prioritize what has to happen in this school next week. And in cleaning off my desk I know I'm going to find six things that I need to attend to. For example, today I need to talk to the resource room teachers and I have a parent I need to call about a spanking yesterday."

2:30 - 3:05
Observed a second grade classroom. Conferred with two team teachers regarding compliments and some improvements.

3:10 - 4:00
Met with grade level heads in the learning barn. Reviewed some placement trials and discussed adjustment problems of one child. Reviewed materials available for a unit project in science.

4:00 - 5:00
Started desk work. Considered more organizational changes and new curriculum ideas. Organized materials to take to the elementary school principals' conference Sunday and Monday. Checked on the progress of the 455 valentines—only 175 more to go.

5:15
With an armful of conference materials, blank valentines and proposed curriculum changes, Sherry Lithander walked out of Lockwood Primary School while discussing with a teacher the progress of a special child.

STATE DOCUMENTS COLLECTION

MAR 22 1978

MONTANA STATE LIBRARY
930 E Lyndale Ave.
Helena, Montana 59601

Coming to our senses:

a sensory celebration —

Supt. Rice & Myrna Clark
photo by B. MacIntyre

MARCH IS YOUTH ART MONTH

Governor Judge has issued a proclamation in support of the nationwide Youth Art Month emphasis. This special month is being celebrated throughout Montana in many ways: mayors' proclamations; exhibits in schools, libraries, airports, banks, stores, civic centers, art centers, shopping malls, restaurants, colleges, doctors' offices etc., TV specials, "T" shirt decals, career center programs, brochures, posters, bumper stickers, special news stories. . .

Superintendent of Public Instruction Georgia Rice is the state honorary chairperson. Activities are being coordinated by Myrna Clark, School District No. 2, Billings.

photo by B. MacIntyre

COMING TO OUR SENSES!

Throughout life youth to age—human beings learn, communicate, express and create through use of the senses: sight, sound, movement, touch, smell and taste. A process of education which recognizes and develops these communicative, expressive and creative skills is essential.

The arts include at least creative writing, drama/theater, movement/dance, music, visual arts. . .

HERE'S WHAT'S BEING SAID

Administrator: *"I used to think that the arts were extras. I'm beginning to see that they are as basic as life itself."*

National Association of Elementary School Principals: *"The arts are essential to the educational process, a valuable means of revitalizing the content of all subject matter areas and a valuable means of revitalizing the teaching process itself."*

National School Board Association: *". . . We believe that the arts should be comprehensive in scope and begin at the earliest grade level."*

The Council for Basic Education: *"The Council initiates and supports measures to ensure that all students . . . receive adequate instruction in the basic intellectual disciplines, especially English, mathematics, science, history, foreign languages, and the arts."*

Student: *"If we had to live a day without aesthetic experiences, on which arts are based, and learning is based, it would be as if we were deaf, mute, blind, inert, had no tactile sense, and had almost no brain function at all!"*

Student, teacher and parent group: *"We 'read' words, symbols, forms, shapes, sounds, smells, movement every day. We 'write' with pencil, pen, finger, hand, brush, knife, tool, sound, movement, film, tape every day. Let's improve our comprehension and ability to 'read' and 'write!'"*

U.S. Commissioner of Education: *". . . Art is needed in education not just because it's valuable in and of itself, but because art is a powerful teaching tool as well. The arts serve affective education . . . but they also improve cognitive learning. Together we must place the arts in the curriculum –at its very core."*

A Student's Thoughts
I learned to read very well,
I learned to write with ease,
My figuring and numbering
Was no trouble, if you please.
But what I want
To really know is
Why
Didn't I
Have a chance
To learn to be
All of me?
Lenore B.

photo by B. MacIntyre

Jim Caron, director of MCT
photo by Dennis Jones

DO YOU KNOW AN ARTIST PERSONALLY?

Artists, poets, filmmakers, writers (and, in the future, actors) go to schools, by request of the school, to work and teach for a week. They share their talents and themselves as a way to supplement and complement the school's courses, programs, and experiences and to develop the potential of students.

Eight school-requested residencies are being carried out in 1978. While there is no actual deadline for requests, those received before December 1, 1978, are fairly sure of being filled. Further information is available by contacting Montana Arts Council, 235 East Pine Street, Missoula 59801.

photo by L. Wright

EDUCATION THROUGH MUSIC (ETM)

This is a method developed by Mary Helen Richards which interrelates music, movement and language arts (and more) for teaching and learning purposes.

Some key words which describe the activities are moving, playing games, dancing, singing, drumming, clapping, writing, listening, reading. Also, eye-hand coordination, rhythm, phrasing, cadence, sounds, pitch, mapping, syllables, instruments, motivation, concentration, involvement and self-esteem are stressed.

A number of Montana schools are using this method. For more information, call Arts in Education Program, Office of Public Instruction.

SAY IT, ACT IT, LEARN IT!

Theater workshops and performance are being provided to schools throughout Montana by the Missoula Children's Theater and the Montana Repertory Theater companies during the 1978-1979 school year. Programs for both elementary and secondary schools are available, with financial assistance possible through special grants from the Montana Arts Council. Contact Pat Simmons, Montana Arts Council, 235 East Pine Street, Missoula 59801.

photo by B. MacIntyre

DEVELOP VISUAL LITERACY (PROJECT OUT-TAKE–BOZEMAN)

The growing wave of nonprint communication in daily life is the stimulus for this project. Students are taught how to read and write printed words by using books and newspapers, but they also spend a great deal of time watching TV and movies. It is important that they be able to "read" the messages that are conveyed in picture form. Visual literacy, as it is called, is knowing and understanding the language of television commercials, bill boards, films, advertisements, TV shows etc. so that students can separate the "gold from the garbage," much as they are taught to do with written literature.

Students will 1) study examples of various styles and qualities of films, 2) make their own films, 3) train to use portable and studio videotape equipment, and 4) produce TV programs. Plans are also underway to tie in with the local cable company for two-way transmission of special events, school board meetings and other happenings. For further information contact Ray Campeau at Bozeman High School.

photo by L. Merrick

monthlong & lifelong

photo by L. Wright

MUSIC IS FOR EVERYONE!
("GREAT EXPECTATIONS," MUSIC PROGRAM – GREAT FALLS)

Two years ago retarded students at the Special Education Center became involved in an experimental music program. They were screened for aptitude in rhythmic patterns, matching tones and more. There are now about 40 students making music on three-fingered trombones, flugelhorns, trumpets, basses; they also are reading basic music notation. The Band performs at least twice a year, Christmas and spring, and also for special groups.

District music supervisor Larry Williams started the program through the funding assistance of ESEA Title IV monies.

photo by B. MacIntyre

CLASSROOM TEACHING THAT WORKS!

Learning in the classroom happens through a variety of first-hand experiences.

"They learn so much! It's great! They love it and so do I! We act, sing, record, pantomime, build, imagine, design, play . . ."

"I learn so much faster. It's fun, so it sticks in my head," says one student. Another added, *"It's nice not to just talk about things but to do it with your whole self."*

Content is being taught; expression and creativity is going on; experience is being absorbed; education is happening through. . .

acting, audiencing, being, breathing, coloring, composing, computing, cooking, creating, dancing, diagramming, directing, discussing, displaying, doing, drawing, experimenting, expressing, feeling, filming, fieldtripping, gaming, grouping, growing, hearing, individualizing, laughing, making, moving, painting, pantomiming, photographing, phrasing, playing, producing, projecting, reading, researching, rhyming, saying, sculpting, seeing, singing, smelling, tasting, thinking, touching, videotaping, watching, working, writing. . .

ONE-LINERS

For more information call 1-800-332-3402 and ask to have the Arts in Education Division return your call.

* King Tut exhibit to be seen in Seattle by many Montana students.
* Education Through Music method. Know what it is?
* Art curriculum guidelines. Need some?
* An awakening! Aesthetic experiences as teaching tools in the classroom.
* Get free kits of costumes, and more, from the M.A.T.C.H. Unit, Boston Children's Museum.
* Colored art marker-pens which are smell-coded.
* A school pet rabbit which hops from room to room.
* Large stuffed sofa and carpet in school rooms.
* Parent-sharing in class a great source for more classroom experiences.
* 50' x 9' student picture painted schoolroom wall
* Use every inch of your classroom for projects and display ceilings, walls, floors doors.

photo by B. MacIntyre

Register – then vote!

The deadline for voter registration this year is May 7. All students who are 18 years of age and who register before that date will be able to vote in the primary and general elections. For students turning 18 during the summer months, the deadline for voter registration for the general election is October 6.

School administrators and teachers may want to request from their county clerk and recorder a voter registration drive in their schools using coordinated classroom instruction and the services of deputy registrars to aid students in completing the registry cards.

According to the 1977 supplement to *Election Laws of Montana* (selected provisions of the 1947 R.M.C.), section 23-2701 lists the qualifications for voters as follows:

(a) must be registered as required by law;
(b) must be eighteen (18) years of age or older;
(c) must be a resident of the state of Montana and of the county in which he/she offers to vote for at least thirty (30) days; and
(d) must be a citizen of the United States.

Child abuse hotline established

A 24-hour child abuse hotline has been established at the Shodair Crippled Children's Hospital in Helena to offer free and immediate help to people in all regions of the state who are involved in or know about child abuse.

The toll-free number, 1-800-332-6100, funded by the Montana Kiwanis Club through their child abuse program, has been operating for more than three months and has served as an effective line of communication in initiating counseling and other professional services.

Any person in Montana now can call, without charge, to report a suspected child abuse or neglect case or to request immediate help in dealing with a pending crisis. All calls are confidential and callers can remain anonymous. Further confidential assistance and referral can be provided locally through the community's protective services.

Shodair Hospital staff can provide additional information at P.O. Box 1715, Helena 59601 or through the hotline.

Montana Schools is published eight times yearly: September, October, November, December/January, February, March, April, and May by the Superintendent of Public Instruction, State Capitol, Helena, Montana 59601. Marianne Hockema, Manager, Division of Public Information, Editor, Montana Schools; Tamara Stromquist, Natalie Hoover, Publications. (406)449-3401. *Montana Schools* is distributed in the public schools and to the members of boards, associations and organizations and to individuals concerned with education in Montana. Copies are available on request and comments are welcome. When reporting a change of address please include the label with the former address and computer code.

The film library:

the reel situation

A SHORT HISTORY

The first film ever placed in the Montana State Audiovisual Library was "Mountain Building," purchased in July, 1941 for $50. Along with "Modern Rug and Carpet Making," "Endocrine Glands" and "Bicycling With Safety," it circulated to schools until May 15, 1975 nearly 34 years later. No rental fees were charged in the old days, but the schools who used the films were asked to donate films to the collection in proportion to the degree they used the library. Ringling, Mocassin, Big Timber, Wolf Creek and Wilsall were among the schools donating films in the early years.

By 1947, when the rental policy was established, the price of films had risen to $90 so it was necessary to supplement the donated films with a $1 charge for the use of the library. Such schools as Lima, Ennis, Great Falls and Flaxville, continued to donate films and the collection grew to 2000 titles. Many of the films acquired in that year also continued to circulate until 1975 and 1976. (A few of them are still active!)

By the late 1950s, there were about 4000 films in the library and the practice of donating films had died out. The rental charge continued at $1. The price of films, however, had risen to about $125. In 1974, there were about 5000 titles in the library, still renting at $1 each, and the price of a new film averaged about $200. A great number of films purchased in the early '40s and '50s were still circulating to schools and only a few new titles were being added to the collection each year. At that time, the rental rates were raised to $2 per film and some people thought that such a high price would allow the library to become self-sufficient in two or three years. Unfortunately, these people didn't realize the tremendous costs involved in collecting films and running a film library. Even at this time many Montana educators were complaining about the age and condition of the films; in fact, the circulation of films from the library had peaked in the early '70s and begun to decline for these very reasons. Consequently, there was a concerted effort to weed the film collection and a group of teachers and administrators spent several months watching every film in the library. A great number of outdated films were identified and withdrawn, but, sadly, a number of classics and archival films also were thrown away. Since then, there has been an effort to evaluate individually the older films in the library including extensive work in the summer of 1976. At that time, about 1500 films were viewed and evaluated by teachers working in teams, four hours a day. They identified about 600 films that were no longer suitable for circulation, and these were either withdrawn immediately or marked for replacement with newer titles. Also in 1976, a large number of new titles (including some more contemporary-style films) were placed in circulation, giving the collection a much-needed face-lift.

By 1977, the average cost of a film was $255, replacement footage was 50¢ a foot, film inspection equipment cost $10,000 per unit, postage was costing the library $15,000 a year, the annual cost of repairing damaged films was $10,000 and the library was running in the red by $70,000 a year. That was also the year the legislature cut the budget for the Office of Public Instruction by 18½ percent and discontinued a special support appropriation for the library.

A LOOK AT THE PRESENT

After much deliberation a decision was made to keep the library open by raising the rates. Research showed that during the 1975-76 school year, it cost the library $4.19 for each film sent out to a school, and no new titles were added that year. Research also showed that the average nationwide cost of renting an education film was around $8.75. Many libraries had established an absolute minimum charge of $7.50 for the use of their films. The figure of $5 per film was chosen because it covered the basic expenses of operating the library and allowed for some growth and improvement of the library. This amount should provide money for about 160 new reels (about 50 titles) each year after 1977-78. It also will allow the library to repair or replace the films that get damaged and to buy back-up prints of the more popular titles. Since 1975, in fact, replacement and back-up (or duplicate) prints are the only films that have been purchased. (The only new titles added to the collection are those which have been donated by such interests as General Motors, the National Park Service, St. Regis Paper Company and Western Iceburg Lettuce Growers Association.) The records indicate that from the very start, the practice has been to buy as many different titles as possible, but to buy only one copy of each; the current average is 1.3 copies of each title. This meant that if every school in the state wanted to book a particular film for one week, it would take 21 years for that film to reach all 816 public schools. That also doesn't include the private and parochial schools, the University System, the vo-tech centers or any other educational group. Any new titles purchased after this year will be bought with at least two additional back-up prints. This means fewer new titles, but a three times greater chance of persons getting the film they ordered.

A LONG FUTURE

The current effort in the library is publishing a new catalogue that updates and combines the 1974, '75 and '76 editions. While there is a slight chance it will he completed this spring, it probably will not be available until next fall. We appreciate your patience and understanding. The work we are doing now will also make future catalogues less of an undertaking.

New film inspection and maintenance and repair procedures in the film library also have been started to prolong the useful life of the films and deliver a better product into the hands of the classroom teachers.

The circulation figures so far are very encouraging. The film library has received over 59,000 requests for films this year and has been able to schedule more than 45,000. This 76.6 percent booking ability is well above the 67 percent national average for statewide media centers noted in a recent study.

Finally, the film library is attempting to be more responsive to individual needs and to provide more specialized service when possible. An example of this is the compilation of "film-ographies" pertaining to specific curriculum areas, such as "Montana," "Pupil Transportation," "Native American Studies," "In-Service Materials" etc. The film-ographies will list all of the 16mm films in the library that deal with a given area of interest.

For further information or questions about the film library, contact Bruce MacIntyre in the Office of Public Instruction.

Business ed program planned by Resource Education Foundation

A unique program to teach high school students and teachers the principles and facts about business and America's economic system is being developed by the Resource Education Foundation.

Titled "Business Education Week," the program will be held at Western Montana College on July 9 - 15 with the college, the Montana Chamber of Commerce and Superintendent of Public Instruction as cooperators.

Frank H. Dunkle, founder of the Resource Education Foundation explains that the week-long project will include formal presentations and panel discussions by successful business people followed by informal discussions in smaller groups. Students also will participate in a computer game designed to give simulated experiences in management decisions. Throughout the week, advisors recruited from the business community will be available to students for clarification of issues and discussions.

Dunkle points out that many benefits will be derived from the project. Not only will a large number of students learn about business in an intensive and in-depth way, but high school teachers acting as counselors will also become more knowledgeable about the competitive enterprise system and how it works. Business people participating as speakers or advisors will have the chance to learn what misunderstandings and misconceptions young people may have and sharpen their skill of presenting factual and complete information when confronted with antagonists of business.

One of the keys to the program and full participation by students and teachers is sponsorship by scholarships which cover the full costs of the program for these participants. Scholarships contributed by businesses and associations will be $120 which will include the costs of meals, dormitory space, program materials and activities for one student or teacher. The Montana Chamber of Commerce will be assisting the foundation in soliciting these scholarships from businesses, industry, civic groups and business associations.

The Office of Public Instruction will help distribute information about the program to high school principals, teachers and students to encourage active support and application for the week.

Western Montana College, in addition to supplying its facilities and many materials, will make graduate or undergraduate credit available to teachers who act as counselors and to participating high school students under Western's Special Attendance Program.

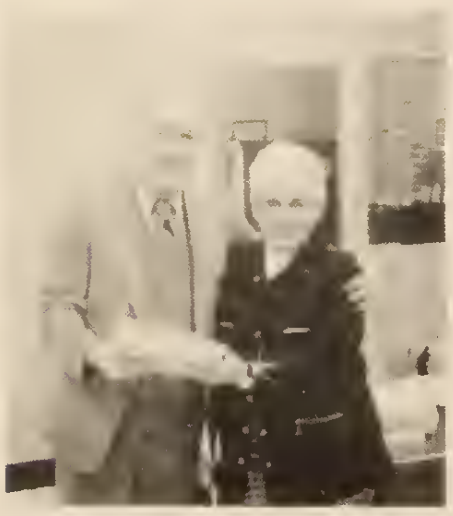
The program for the week will be developed and arranged by a Planning Council consisting of 24 persons representing the state's business and educational communities. The foundation will provide the overall coordination and administration of the week.

For additional information or to apply for or sponsor a scholarship please contact Stewart Burwell, Executive Director, Resource Education Foundation, Box 5027, Helena 59601 or call 443-3750.

WHO'S NEWS

New OPI Staff

Two long-time employees saluted on their retirement from the Office of Public Instruction



Margaret "Pat" Wickhorst retired Feb. 28 from the position of supervisor of federal impact aid and pupil transportation. Wickhorst joined the Office of Public Instruction staff in May, 1965 working with state aid funds. In 1967 she became a statistician clerk and then a data analyst in 1970 before taking over her supervisory position in 1971. At a cake and coffee ceremony, Deputy Superintendent Alve Thomas presented her with a gift from the office staff.

After 28 years of service, Accounting Technician for Financial Aid and Transportation Beth Wheaton retired on March 10. Wheaton joined the Office of Public Instruction in 1950 and spent five years working as a secretary for Vocational Education Director A.W. Johnson. In 1959 she became a secretary and statistician for school finance. Deputy Superintendent Alve Thomas presented Wheaton a gift from the office staff at a cake and coffee ceremony held this month.

Replacing Margaret Wickhorst is Pat Hagel, the new administrative aid in federal impact aid and pupil transportation. Hagel, a Kalispell native, has returned to Montana after a five-year absence in Philadelphia where she worked as an administrative assistant to the financial vice president of Pezrow Associates, Inc.

Since December, David Watson has been serving in the Office of Public Instruction as a Title I consultant. A former elementary principal and reading consultant from 1973-1976 for the Powder River County District 79-J, Watson was instrumental in developing the Right to Read program for the Broadus school. He holds bachelor and master of arts degrees from Loras and Clark Colleges in Dubuque, Iowa and has completed advanced credits in administration and reading at the University of Montana. He served as president of the Montana Yellowstone IRA Reading Council last year and was a speaker at the International Reading Association Convention in New Orleans in 1974.

Macon Richardson, new OPI staff attorney, holds a B.A. in anthropology, an M.B.A. in business, and a J.D. all from the University of North Carolina. He has worked as a New York City Case Worker, a planner for rural and migrant health programs, and has set up developmentally disabled service units nationwide through the University of North Carolina. He practiced law in Madison County before joining the OPI staff.

Voice of Democracy promotion bond winner

Larry Clark, Twin Bridges High School student body president, has received a $25 savings bond for his efforts in promoting the V.F.W. Voice of Democracy program conducted in December. Clark also won first place local honors in the taped speech presentation and placed fourth in district competition.

TRAFFIC SAFETY
CONSULTANT
CURT HAHN

Traffic and Safety Education

NEWSLETTERS

Vocational Education

Administrator
Larry Key

TRAFFIC AND SAFETY EDUCATION TEACHING MINORS APPROVED

The Montana Board of Regents, at its meeting in Bozeman on Friday, Oct. 28, 1977, approved the Traffic and Safety Education Teaching Minors at Montana State University and Northern Montana College. Teachers wishing to obtain a traffic education endorsement on their Montana teaching certificate now can do so by completing the programs at MSU or NMC. Should you have questions about these programs, please contact the dean of education at the appropriate higher education institution.

MTEA SPRING CONFERENCE APRIL 30 AND MAY 1

The Montana Traffic Education Association will host its annual Spring Conference April 30 and May 1 in Gregson at the Fairmont Hot Springs Resort. Room reservations should be made prior to April 15. Registration for the conference will be $15 for members and $20 for non-members. Northern Montana College will be offering one quarter hour of credit. The conference will begin at 9 a.m., Sunday and will conclude at 4 p.m., Monday. The program will consist of the following short workshops conducted by state or national authorities:

1) Motor vehicle restraint systems, with a demonstration of an air bag equipped car and a seat belt convincer,
2) Montana's highway safety program,
3) teaching the special student to drive,
4) MHP's driver improvement program,
5) MHP's driver licensing program,
6) MHP's safety education program,
7) teaching with a driving simulator,
8) traffic safety film reviews and exhibits.

In addition, there will be a special banquet and luncheon as well as door prizes awarded throughout the conference activities.

You are cordially invited to attend the conference and bring your family. The resort facilities offer swimming in four hot pools, tennis, golf, horseback riding etc.

1978 AMVETS-DODGE DRIVER EXCELLENCE PROGRAM

The 1978-AmVets-Dodge Driver Excellence Program is under way statewide. The National Association of Secondary School Principals has placed this program on their Advisory List of National Contests and Activities for 1977-78. The Montana Traffic Education Association also is endorsing this activity. Participation by local school districts is voluntary.

All local contests must be completed by April 2. The state finals will be held in Missoula on April 15. Only those students winning a local contest are eligible to compete in the state finals. The winner of the Montana state finals will receive $100, a trophy, an expense-paid trip to the national finals in Nashville, Tennessee, for him or her and a chaperone, and be eligible to win a variety of prizes including a new Dodge automobile and a $2,000 scholarship. The national contest will be held on May 6-8 at Opryland, U.S.A. in Nashville.

Complete, detailed information on this program has been mailed to all Montana high school principals. If your principal has not received the information you may contact Curt Hahn, Office of Public Instruction, or Francis Oppegaard, Montana Driver Excellence Chairman, 2064 Schilling, Missoula 59801, phone 721-3398.

DRIVING SIMULATION INSTRUCTION AVAILABLE

Dawson County High School in Glendive has possession of one of Montana's mobile driver simulator trailers. This trailer is equipped to provide instruction for up to 16 students at one time. Students can "drive" the simulator units under a wide variety of traffic situations, on wet and dry roads, during the day and night, and on highways, expressways and congested city streets, all while viewing color cinemascope films. The experiences provided in the simulator are expecially valuable to students going through a summer program or located in relatively isolated rural areas of the state.

Dawson County High School, through a cooperative agreement with the Office of Public Instruction, is making the equipment available to those schools in the area willing to transport their students to Glendive for simulation instruction. A small, per pupil charge will be assessed to help recover some of the costs of operation and maintenance. Should you wish to utilize this equipment as part of your traffic education program, you may contact John Johnson, principal, Dawson County High School, 365-5265.

RESOURCES

NEW DRIVER EDUCATION MAGAZINE PUBLISHED

Last fall marked the emergence of the first issue of "Scholastic Wheels," published by Scholastic Magazines, Inc. The first edition contained a smorgasbord of attention-grabbing articles that would be of interest to driver education students. It is well written, has universal appeal, and is available at no cost from: Scholastic Magazines, Inc., 50 W. 44th St., NY, NY 10036.

FREE FILMSTRIP: PERCEPTION OF DRIVING HAZARDS

Provided for the permanent use of driver training instructors and any others interested in traffic safety.

The filmstrip shows potentially dangerous driving situations which might be encountered in normal driving. Viewers are asked to spot the potential hazards and tell how they would avoid trouble. The material has been designed to help sharpen the viewers ability to perceive hazards and respond to them. A guide book is sent with each filmstrip.

This 35mm filmstrip is a useful supplement for driver training and refresher courses as well as general traffic safety work. It was developed by the Center for Safety Education of New York University and is presented in the interest of traffic safety by Shell. Contact Shell Oil Company, P.O. Box 2463, Room 1541, Houston, 77001.

CHEVY DRIVER ED FILM LIBRARY

To order any of these free-loan 16mm films contact Modern Talking Picture Service, Inc., 2323 New Hyde Park Road, New Hyde Park, NY 11040.

Driving Economically. . . It's Up To You No. 31994 10 min. Highlights sensible driving habits

The Workmanship Myth No. 31446 18 min. Pride in products made in U.S.

Handling The Unexpected No. 31995 13½ min. Road obstacles and dangers

Signs And Lines No. 31996 11 min. Identifies int'l. road markings

Driving, Drinking And Drugs. . . Research Report No. 31997 35 min. Tests show substances' effects

So You Want To Buy A Used Car No. 30112 14 min. Information on what to look for.

REAR VIEW MIRROR USE DETECTOR

The rear view mirror use detector combines both simplicity of design and utilization of student resources. With the help of an industrial arts teacher an instructor can take advantage of student talent and school shop facilities to produce the detector.

With the rear view mirror use detector, the instructor silently turns on a light in the back of the car to find out if the student is making important visual checks. The device provides helpful information on student visual habits. Materials for this device include a suction cup, small truck clearance light, lamp cord, door bell switch mounted on a small box and a 12-volt cigarette lighter accessory adaptor. Total cost should be well under $3. (From Colorado Traffic Safety Ed. Newsletter)

Upcoming Traffic & Safety Education Events

Apr 30-May 1, 1978	Montana Traffice Education Association Annual Conference	Fairmont Hot Springs Gregson, MT
Aug 13-17, 1978	National ADTSEA Conference	Sea-Tac Motor Inn Seattle, WA
Dec 4-8, 1978	Sixth National Conference on Safety Education	CMSU Warrensburg, MO

INDUSTRIAL ARTS TEACHER OF THE YEAR

William Squires of Wolf Point High School has been selected 1978 Industrial Arts Teacher of the Year by the Montana Industrial Education Association (MIEA).

Squires has taught in Wolf Point for 31 years exemplifying the four primary factors considered in choosing the award recepient which are: rapport with students, ability to motivate students interest in industrial arts, success in upgrading industrial arts in the total program of the school and a progressive philosophy in industrial arts education.

Nominees must be members of the American Industrial Arts Association (AIAA) which recognizes outstanding members at the national convention each year. In a special ceremony on March 2 at the 40th Annual Industrial Arts Conference in Atlanta, Georgia, Squires received an engraved plaque to honor him as Montana's 1978 Outstanding Industrial Arts Teacher.

Squires, 55, came to Wolf Point in 1947 from Minnesota as a graduate of Bemidji State College and did advanced work at the University of Minnesota. Known as "Mr. Shop" in northeastern Montana, he is considered outstanding by his colleagues and admired by his students and community. He and Mrs. Squires have two daughters and are engaged in a motel business in Wolf Point and work part time in insurance sales. Squires plans to retire from teaching at the end of this school year and intends to work as an insurance agent.

Wolf Point and Montana have been fortunate to have had so many students influenced by Bill Squires and his retirement marks the conclusion of an outstanding teaching career.

Bill Squires

OEA MEETING IN KALISPELL

The Montana Office Education Association will be holding its 9th Annual State Leadership Conference at the Outlaw Inn on April 6 and 7 in Kalispell.

There will be between 200 and 250 secondary and postsecondary students competing in various contests.

The purpose of the OEA organization is to develop student leadership; improve poise, sociability, attitude and tact; develop vocational competence in office occupations; promote better understanding at local, state and national levels; promote student ambitions for useful purposes; learn to plan effectively; develop an enthusiasm for learning; develop confidence and a spirit of competition; learn to get along with others and to understand and promote business.

HUMAN POTENTIAL DEVELOPMENT

The history of organized vocational education programs clearly demonstrates that the traditional roles of male and female have been perpetuated in the preparation of young people for the world of work. The reasons for persons selecting traditional fields of work is a direct reflection and reinforcement of the attitudes, values and assumptions generated in American schools and the society that created them. Specific events and attitudes which take place in the educational process, the home and the community tend to channel persons into a limited knowledge of and provide barriers to career choices.

The emphasis in public education is shifting slowly to include an emphasis on life roles for men and women, the partnership of parenting and the value and probable necessity for both husband and wife to work full time. Nine out of ten women will work outside the home sometime during their lifetime. Women make up 41 percent of the total work force; 50 percent of all women in 1976 were working or looking for work.

Most women are being trained in secretarial, clerical, business, health and home-related occupations. A majority of men are being trained in the trades, technical, industrial, agricultural and management programs. Men today are finding satisfaction in some of the occupations traditionally reserved for females. Should they be denied the experience of working at an occupation for which they have the ability and interest any more than a woman should be denied the opportunity to work in an occupation traditionally reserved for males?

The elimination of sex bias and sex role stereotyping in vocational education is important for both sexes. It means the freedom of career choice, the opportunity for equal education, equal employment in business, industry and labor and a full and satisfying life.

The Vocational Education Act (Law 94-482) provides for full time personnel to work solely in the area of elimination of sex bias and sex role stereotyping from all facets of vocational education. Hired as that person under the title of Human Potential Development Consultant is Sally Moore.

She will be gathering, analyzing and disseminating data on enrollment patterns in vocational education programs, making people aware of programs in vocational education which are designed to reduce sex bias, assisting local school districts in improving vocational education curriculum and strategies and monitoring the implementation of laws prohibiting sex discrimination in employment procedures. She also will be working with students and counselors in areas of career awareness, career planning, vocational guidance, recruitment and placement.

Many attitudes and practices that stereotype men and women into specific role-oriented careers need to be overcome. Students need to be encouraged to develop their full human potential and become fully functioning adults. Steps must be taken to insure that the children in our schools are allowed the freedom to step out of the traditional role-oriented career and into career choices they make solely dependent on their individual abilities, values, interests and life goals.

FUTURE FARMERS TO HOLD STATE LEADERSHIP CONFERENCE

The Montana Association of Future Farmers of America will hold its 48th Annual State FFA Leadership Conference April 5-7 in Bozeman on Montana State University Campus. Members from each of the 70 local FFA chapters in Montana will participate in the conference. The FFA youth organization is made up of boys and girls who study high school vocational agriculture.

Members will participate in the State FFA public speaking event with each contestant speaking on a topic of an agricultural nature. The Star State Greenhand will be selected from eight freshman FFA members; a State FFA Sweetheart will be selected with young women finalists from local and district competition competing in the state event. Approximately 200 Future Farmers will take part in competitive events of livestock selection, agricultural mechanics, grain and range, and farm business management. These competitive events will be under the direction of the Agricultural and Industrial Education Department of MSU and the Collegiate FFA Chapter at MSU will conduct the various events. Awards will be presented to FFA members who have made outstanding achievements in some phase of their agricultural experience program and several scholarships will be presented by doners to the FFA. Election of state officers will take place the final day and the conference will conclude with the annual banquet.

DECA CONFERENCE

The Montana Association of Distributive Education Clubs of America will hold their 28th annual State Career Development Conference at the Ramada Inn in Billings, April 6-8.

Over 300 DECA members from the state's 19 high school chapters will be attending the conference to participate in the newly-developed competency-based competition covering distributive occupational areas, along with a wide range of written marketing manuals competition.

DECA is the youth group affiliated with distributive education, a high school and postsecondary program designed to develop future leaders for marketing and distribution. Distributive education programs provide the enrollee with on-the-job training along with related classroom instruction.

The national DECA organization has developed competitive events which offer the student participant an opportunity to demonstrate his or her level of competency in competition related to his or her chosen career interest. For example, the student interested in the finance and credit field will participate in events related to that area with other DECA members who also have identified that area as their chosen career interest.

Winners will represent Montana at the National Career Development Conference to be held in Washington, D.C, May 7-12.

Co-chairmen of this year's state CDC are Bob Kruze, assistant DE teacher-coordinator at MSU, and Les Mahon, Miles City Community College mid-management coordinator. Also assisting will be the MSU Collegiate DECA Chapter and their advisor, Norm Millikin.

DECA officers for the 1977-78 school year are Brian Howver of Bozeman, president; Jim Lyons of Billings, vice-president (Eastern); Janet Brown of Helena, vice-president (Western); Julie Swedberg of Great Falls, secretary; Karla Ogle of Columbia Falls, treasurer; Sheila Watt of Helena, historian; and Tamara Schmautz of Kalispell, parliamentarian.

The English Bulletin

LINDA SHADIOW, ENGLISH CONSULTANT

WRITING

Professional Viewpoints

The National Council of Teachers of English Commission on Composition published "Teaching Composition: A Position Statement" in *College English,* Oct., 1974, pp. 219-220. The position statement is prefaced with this quote: "The following are general principles which members of the NCTE Commission on Composition believe should guide teachers in planning curricula and teaching writing. They are issued as an official position of the Commission." Some excerpts are:

Learning by Writing. Learning to write requires writing; writing practice should be a major emphasis of the course. Workbook exercises, drill on usage and analysis of existing prose are not adequate substitutes for writing.

Required Writing. No formula dictates the amount of writing that should be required in a course—a paper a day or a paper a week. Ideally students should be allowed to write when they want to, as much as they want to and at their own speed. Practically, however, students need class discipline and class discussion as well as freedom, and they should be frequently encouraged and, at times, required to write.

Classroom Writing. Inexperienced writers especially should have an opportunity to compose in school, with help during the actual writing process in clarifying ideas, in choosing phrasing and sometimes in dealing with mechanical problems. Writing outside the classroom, of course, should be encouraged and sometimes required.

Range of Assignments. Writing assignments should be individualized, adjusted to the age, interests and abilities of the student. Particularly in the elementary grades, but also through high school and into college, the teacher should encourage writing from personal experience, sometimes developing classroom experiences to provide material for writing.

Support for Composing. Various kinds of activities related to composition contribute to the student's ability to write—film-making, debates, collecting material for notebooks, library investigation, dramatics, field trips, television and film viewing. The attractions of such activities—because of their novelty or because they seem to gain more immediate student interest—should not be allowed to supersede instruction in writing.

Talking and Writing. Students are influenced by mass media not only as consumers but also as producers. Children, for example, may find it easier to compose orally on tapes, without the labor of handwriting. The teacher can sometimes exploit this interest in oral composition as a step toward writing, but the importance of the written word remains and practice in oral composition is not sufficient.

Audience. Although some writing may be intended to be private, writing implies an audience and students should be helped to use a voice appropriate to the interests, maturity and ability of an audience. Furthermore, since young writers are especially concerned about response, their writing should be read by classmates as well as the teacher.

Grading. The mere assignment of grades is rarely an adequate way of encouraging and improving writing; whenever possible grades should be replaced by criticism or detailed evaluation. When grades are required, the teacher should avoid basing them primarily on negative considerations—for example, the number of misspelled words or sentence fragments.

Class Size. Classes in writing should be limited to no more than 20 to facilitate frequent writing, reading of papers and discussion of written work.

Classroom Activities

Some Neglected Forms of Composition (or, Must They Always Write Essays?) from Stephen Judy, *Explorations in the Teaching of Secondary English,* 1974, Harper and Row.

Journals and diaries, observation papers, profiles and portraits (friends, enemies, adults, public figures), sketches (notebook jottings, gleanings), reminiscences and memories (high or low camp, serious or fun), autobiography, confessions (real or fictional), dramatic monologues (written, improvised or recorded), slide tape, stream of consciousness, editorial, satire, photo essay, radio play, children's stories and verse, newspaper stories (let them chase fire engines), poetry, poetry, poetry (free forms and structured forms, rhymed and unrhymed, haiku, concrete poetry, light verse, song lyrics. . .), fiction (short story or novel), light essays (Thurber, E.B. White, Jimmy Breslin), television scripts, plays, plays, plays, (short scenes, one-acts, improvised, full-dress productions), advertisement, commercials, imitations of established writers, riddles, jokes, posters, flyers, underground newspaper, letters (real or fictional), telegrams, aphorisms, graffiti, reviews (books, concerts, football games, dates), metaphors, sound tapes, interviews, cartoons, broadsides, policy papers, research (a record of something seen or learned), pamphlets, monographs, magazines, propaganda, petitions, films.

Elementary Classes

The *Whole Word Catalog 2* has these suggestions.

1. Ask students to write about "The Most Amazing Thing I've Never Seen" using anything fantastic and unlikely from their imaginations. Follow this with a similar assignment about "The Most Amazing Thing I've Ever Seen." With the second assignment they need to write about something real—rule out anything on television or movies that isn't "real" (Godzilla wouldn't be allowed, but a lion feeding her young, seen on television, would be.)

2. Ask students to imagine that they have a "magic stamp" that can deliver letters back in time to figures from history or literature and to objects, animals and people of the future (read Richard Brautigan's poem "To England" or Charles Simic's poem "Stone" to get the class started). As students finish their letters, ask them to write the letter they might get in return.

The *Language Arts Idea Book* suggests:

1. Direct each student to attach a magazine picture to a piece of notebook paper, choose a partner, then work together to write conversations for both their pictures. The class could role-play their pictures before actually writing their conversations.

2. Make word ladders using shelf paper, hang the paper from ceiling to floor. Color-word ladders develop by asking "What is yellow?" and the answers are

continued on next page

recorded on the paper ("yellow: squash, butter, dandelions, lemons"). Action-word ladders list words for a key verb ("fall: trickle, splash, tumble, plunge, crash"). The lists can help students discover new word choices for their writing.

Language Arts, Jan., 197B (Miriam Marecek, "Silver Sandals and Golden Tassels: Enriching Language Experiences for Young Children") suggests: Children enjoy telling stories. These can be taped, dictated and recorded into their own books. Here are some of the kinds of books: flip books, recipe books of favorite dishes, poem collections, photograph books, trip books, observation logs—especially of animals, songbooks, puzzle books, picture books, "I remember" books, monster books, books about "us," guide books to school—introducing the principal, teachers etc., guest books, address and telephone books for their friends, joke books—books for giggles and laughter.

Secondary Classes

The *Whole Word Catalog 2* suggests:

1. Have students select an action that a person, animal or part of nature performs and to look closely at the movement, to use their eyes as a slow motion camera and to describe the action very carefully. Use "The Artist" or "Poem" by William Carlos Williams as examples of slow motion description.

2. Have students write lines beginning with pronouns (I, you, he, she, we, they) and with the word "who" in the middle of the sentence. For instance, "I am the man who wrote this sentence. You are the person who reads it. He is the one who saw you reading it. She is the one who asked what you were doing. We are the ones who didn't understand. They are the geniuses who explained it to us."

Indiana English Journal, Spring 1975, suggests:

1. Invent a town and live in it for a year! Talk about the town, map it out using large sheets of paper and magic markers, place industries, stores, schools, parks and student residences on the map. Write descriptions of towns and places, describe residences and families, invent characters and describe incidents involving them, produce a newspaper, invent a town history. As the town evolves during a year more ideas and opportunities for class cooperation will develop.

2. Have students develop a "Who Am I Newspaper." In this paper every story, cartoon, advertisement and article is written by and about each student. The paper should have news stories, cartoons, an editorial, an interview and can include photographs, want ads and drawings.

Strategies for Teaching the Composition Process suggests:

1. To help students discover the concept of audience in writing and to understand how language used in writing depends on the audience, read basic data from some famous piece of literature—an outline of basic facts from "Richard Cory" by E. A. Robinson, for example. Once the summary is read and students have taken notes ask students to select and complete one writing task. They need to choose the appropriate facts and language for the audience to whom they are writing. Possible assignments include a newspaper account of Cory's death, a letter from Cory's wife to her aged mother, an autopsy report and the sheriff's report.

career education

Pat Feeley
Consultant

COMMUNITY RESOURCE PERSONS

Thirty-two Montana teachers and Mountain Bell employees from Butte, Missoula, Helena and Great Falls are engaged in a unique training session designed to directly tie the efforts of community resource persons to classroom instruction.

Mountain Bell participants represent four major work categories: clerical, technical, administrative and customer service. Missoula teachers provide the elementary part of this K-12 project, Helena and Great Falls teachers represent the junior high area and four teachers from Butte High School complete the model.

Participants will consider means by which community resource speakers can assist teachers in demonstrating linkages between classroom activities/academic concepts and the world outside the classroom. The intent is not to promote Mountain Bell employees but to present adults whose various life roles (avocational, family, citizenship and occupational) can reflect objectives which are part of existing school subjects. The program is unique in that students generally see community speakers as a break from classroom instruction and guest speakers are frequently unsure as to how their contributions can fit into classroom activities. Guest speakers need not require teachers to take "time-out."

Mountain Bell will use the experiences of this project to prepare guidelines employees can use in responding to schools' requests for resource speakers. The teaching units resulting from the project will be disseminated by the Office of Public Instruction and the National Center for Career Education in Missoula. NCCE staff are conducting the training sessions in cooperation with the University of Montana.

Schools and communities interested in effective means of helping students make the transition from education to the larger world should benefit from the results of this project. For more information on this and other Mountain Bell resources, contact Diane Tipton, Educational Representative, 560 N. Park, Helena 59601.

CAREER EDUCATION MATERIALS

Ten Montana schools have been invited to participate in a career education curriculum project funded by the U.S. Office of Education. The schools will receive two packets of career education materials, one for K-B, one for 9-12, which consist of various lessons designed to be added to the existing curriculum. Teachers using these materials will evaluate their useability and indicate their interest in receiving materials of this nature on a subscription basis. These pilot materials will be available through the Office of Public Instruction to any interested teacher or district. Packets will be mailed to participating schools during March and April.

NEEDS ASSESSMENT

Results of a statewide career education needs assessment conducted in 30 Montana schools indicate that teachers, counselors and administrators support the popular notion that proficiency in basic skills is the number one priority for Montana schools. Also considered extremely important by this group is the need for students to develop personal values, self-respect, pride in work and a feeling of self-worth. There was widespread agreement on the need for inservice training of teachers in career education. Over B0 percent of the students surveyed indicated an interest in further education beyond high school, but nearly one-third stated that their present occupational choice and related educational plans are "indefinite." These and other results have been reviewed by the State Advisory Group for Career Education and will be used to formulate the direction of the Montana State Plan for Career Education. This plan will be available to local schools at the beginning of the next school year.

RESOURCES

The following materials now are available from the Office of Public Instruction:

Masters of Reality: Certificate or Performance? National Advisory Council for Career Education, 1977. USOE, Washington, D.C. 20202

Career Education and Basic Academic Achievement: A Descriptive Analysis of The Research. Office of Career Education, USOE, May, 1977. Available from U.S. Government Printing Office, Washington, D.C. 20402

Career Education of Adults. National Advisory Council for Career Education, 1977. Available from U.S. Government Printing Office, Washington, D.C. 20402

Integrating Career Education Into Teacher Preparation: Implementation Guide for College/University Use. 1976. Available from U.S. Government Printing Office, Washington, D.C. 20402, $1.95.

Community Resources for Career Education, Kenneth Hoyt, Director, Office of Career Education, USOE, 1976 Available from U.S. Government Printing Office, Washington, D.C. 20402, $1.00.

A Primer for Career Education, Kenneth Hoyt, Director, Office of Career Education, USOE, 1977. Available from U.S. Government Printing Office, Washington, D.C. 20402, $1.00.

Career ed conference to study 'basics'

A state conference on career education will be held May 8-9 at the Heritage Inn in Great Falls. The conference, sponsored by the Office of Public Instruction and the State Advisory Council for Career Education, will feature a keynote address by Dr. Ken Hoyt, director of the USOE Office of Career Education and the undisputed leader of the career education movement in the United States.

Workshops will concentrate on the roles of teachers, school administrators, school board members and the business, labor, professional communities in implementing career education in local schools. The conference theme—Basics ⟶ Competencies ⟶ Career Education—reflects a focus on career education as a method of improving instruction and as a vehicle for the creation of much needed linkages between schools and the world outside the classroom.

The conference is especially timely in light of the emphasis th Carter administration is placing on youth employment and in reference to the State Plan for Career Education to be completed by the Office of Public Instruction this summer.

For further information, contact Pat Feeley, career education consultant, Office of Public Instruction.

Business Ed Day slated for May 6

Dr. Dan Hertz, chairman of the Department of Business Education at Montana State University reports that the Tenth Annual Business Education Day will be held Saturday, May 6 at Reid Hall on the campus in Bozeman.

The theme of the conference is "Communicating in Business Education." The keynote speaker will be Dr. Lloyd Bartholome of Utah State University. His presentation will be entitled, "Back to the Basics in Business Education."

A variety of sectional meetings will be presented covering the following topics: word processing in the business education curriculum, individualized instruction in accounting, business education from the perspective of the businessman, what's new in office machines and a tour of MSU's computing center.

All secondary and postsecondary business educators and other interested persons are invited to attend.

Contact the Department of Business Education at MSU for more information.

Schools begin Indian studies inservice

Presently in Montana there are six schools which have completed their Indian Studies inservice programs, eight schools which have programs in process and seven schools which currently have plans for an inservice program before the end of this school year.

Havre's program, coordinated by Jim Owens, was established so that the 65 participants completed their 30 instructional hours just prior to the beginning of school with the 60 outside hours being completed later in the fall.

In the western part of the state, Columbia Falls implemented a program that allowed 44 participants to complete both the 30 instructional hours and the 60 outside hours during the school year. This program is coordinated by Ramona Davis, Kerel Hagen and Joe McDonald.

One school, Lame Deer, completed an inservice program during the 1976-77 school year and is in the process of completing another. Both Billings and Missoula have developed ongoing programs: Billings completed one in December and started another in January; Missoula will complete their first program and start a new session this month.

All of the schools must have their Indian Studies inservice plans approved through the Office of Public Instruction. Schools developing inservice programs then may choose from the following options: (1) develop an inservice program to meet the intent of the law; (2) have the program approved for recertification credits through the office's Certification and Teacher Education Division; or (3) have the program approved as inservice training and then work with a college to obtain credits. The most popular option has been to exercise option number two and obtain recertification credit.

Plans are under consideration for training 63 people selected from areas affected by the Indian Studies Law to assist school districts in developing, implementing and coordinating Indian Studies inservice programs. This effort is being coordinated by the Equal Learning Opportunities Division in the Office of Public Instruction, the University of Montana's Native American Cultural Institute, the General Assistance Center in Ogden, Utah and the Center for Cross-Cultural Education in Denver, Colorado. The training is set for April 10-14 at the Outlaw Inn in Kalispell. Participants will include members of the Indian community as well as representatives from schools.

For questions regarding the development of inservice programs or the upcoming training session in Kalispell, please contact Carmen Taylor or Dan Decker in the Office of Public Instruction.

Teacher ed panel presentations

In a recent series of Teacher Education Panel Discussions held throughout the state, presentations were given by representatives from the Office of the Commissioner of Higher Education, the Office of Public Instruction, Montana Education Association, Montana Federation of Teachers, School Administrators of Montana and the Montana School Boards Association to teacher educators and persons interested in teacher education at Carroll College, Western Montana College, the University of Montana, College of Great Falls and Northern Montana College. These panel discussions were the first step in a cooperative effort among several agencies, institutions and associations to examine and improve teacher education in Montana.

Beginning in this issue, *Montana Schools* will highlight some of the presentations given. The following remarks were made by Wayne G. Buchanan, director of Special Services for the Montana School Boards Association.

—Education departments should not seek to decrease the number of teacher graduates. Data was presented which demonstrated that there was not a teacher surplus in Montana. Concern was expressed that a reduction of graduates in education would force boards to hire and retain substandard teachers and administrators.

—Teacher preparation should stress a good, well-rounded college education. There is some tendency for teachers to specialize in one field or to take a disproportionate number of education courses at the expense of a well-rounded college schedule.

—Education courses should stress methodology and practical teaching skills rather than theory.

—Teachers who wish to teach at the secondary level should have at least two areas of teaching endorsement which would be useful in Montana schools.

—School of Education faculties should establish regular communication with school boards. Often colleges will establish good liaison with administrators and neglect trustees who may have valuable suggestions to contribute to the teacher training process.

County Superintendent:

Keeper of the Records

If you want an "A" you must pay strict attention to accountability, which is primarily based on accurate record keeping! Rarely does a day pass but the Yellowstone County superintendent's office is called on to produce records of one kind or another.

One of the most frequent requests referred to us by the Social Security Administration is for census information. Because the records available are complete and date back to the formation of the county we usually are able to provide accurate data. The same service is performed for persons applying for passports.

We maintain complete files on rural students' attendance, grades and testing results. All reports submitted by Boards of Trustees are on file. Results of elections are also filed, including votes on special levies and bonds. School budgets and related information are available also. Another record keeping responsibility is to keep an up-to-date Boundary Book which contains the legal descriptions of all elementary and high school districts in the county.

A record of certified school personnel is maintained which includes their teaching experience within the county and their certification. Bus driver certification, bus contractor contracts and bus inspection information are also on file.

It is often remarked that if there is a record to be kept, this office is just the place to keep it! However, we have never felt we have kept too many records—sometime or other we will need to use each type of record to substantiate an inquiry.

In view of this need, the following section of law is very interesting:

59-514 RCM DESTRUCTION OF OLD COUNTY RECOROS MAY BE OR-OERED BY COMMISSIONERS WITH APPROVAL OF DEPARTMENT OF COMMUNITY AFFAIRS—DESTRUCTION OF OLD SCHOOL DISTRICT RECORDS MAY BE ORDERED BY TRUSTEES WITH APPROVAL OF THE DEPARTMENT OF COMMUNITY AFFAIRS.

(1) A county officer may destroy old worthless reports, papers, or records in his office that have served their purpose and that are substantiated by permanent records, upon the order of county commissioners and with the approval of the department of community affairs.

(2) A school officer may destroy old worthless reports, papers, or records in his office that have served their purpose and that are substantiated by permanent records, upon the order of the board of trustees and the approval of the department of community affairs.

The key to the above section of law is "SUBSTANTIATED BY PERMANENT RECORDS." It has been our experience that the Office of the County Superintendent of Schools is usually the depository of permanent records and we have been most reluctant to dispose of such papers, budgets, reports and records. With the increasing availability and the capabilities of microfilming, what could otherwise be a nightmare of record keeping is not an insurmountable problem. The policy of this office has been if there is any reasonable doubt whether or not certain records should be retained—retain them. Sometime, somewhere, someone may need that valuable proof.

by Roberta Oenler-Sullivan,
Yellowstone County Superintendent

Civil Defense activities

By proclamation of the Governor, Civil Defense Evaluation Week was noted in Montana for the week of March 5 through March 11.

Montana Schools encourages all Montana citizens seriously to consider current attitudes regarding survival in the event of a nuclear attack. Individuals should be familiar with the basics of nuclear fall-out protection and survival in a post-attack environment. Further information about civil defense can be obtained from your local civil defense director or from the State Office of Disaster & Emergency Services, P.O. Box 4789, Helena 59601.

Fast tempo planned for music educators

The biennial convention of the Music Educators National Conference will be held in Chicago from April 12-16. Sessions that cover all aspects of music—from pre-school to the university level—will be held during the five days. There will be performances by outstanding groups from the high schools and universities with a special opportunity to hear the Chicago Symphony Orchestra.

The conference has been outstanding in the past, and all Montana music educators should consider attending.

For further information, please contact Bob Crebo, Arts in Education consultant in the Office of Public Instruction.

IN CLASSIFIEDS

National Freedoms Foundation nominees solicited

Nominations are being sought by Freedoms Foundation at Valley Forge for consideration in its annual national awards program which, for the 30th consecutive year, will honor individuals and groups for their work supporting and perpetuating the ideals inherent in the American political, social and economic system.

The program is comprised of 25 separate categories encompassing various areas of activity. Nominated material must have been written or created after Oct. 1, 1977 and must be submitted to Freedoms Foundation by Oct. 1, 1978. Areas in which material is eligible include journalism, sermons and public addresses, youth, advertising, electronic communications and film, nonprofit and corporate publications, community programs, government and education.

All awardees are selected by an independent panel of state supreme court justices and national officers of veteran, patriotic and service club organizations which convenes each November at the Foundation's Valley Forge headquarters.

A separate area of the awards program is the recently instituted Awards for Excellence in Private Enterprise Education, open to high school and college educators who initiate programs which develop a better understanding of the American private enterprise system.

A special panel including a business administration school dean, corporate business executive and official of a professional educational association reviews nominations in this category and may recommend up to 20 awards to $5,000 each annually.

Freedoms Foundation was begun in 1949 with the national awards as its founding program. During the first year, the Valley Forge organization honored 600 Americans for their constructive support of the American system. Since then, the Foundation has presented awards to individuals, schools, businesses, civic groups and other organizations in every state, the Canal Zone, Puerto Rico and the District of Columbia.

Any American resident is eligible for a Foundation award or may recommend another resident for national recognition. Further details on each category and nomination procedure is available from the Awards Administration, Freedoms Foundation, Valley Forge, PA 19481.

Montana resources theme of social studies meeting

"Montana Resources Problems: Past, Present, Future" is the convention theme for the Montana Council for the Social Studies meeting in Billings April 7-8.

Friday's agenda covers coal development and impact, Operation Lewis and Clark, review of Montana's delegation to China and YMCA's youth and government project.

Master of ceremonies for the evening banquet will be Ed Eschler, executive secretary for the council and social studies and environmental education consultant for the Office of Public Instruction. Keynote speaker will be Dr. Richard Roeder of Montana State University.

Delegates will have the option Saturday to participate in tours of Billings' museums and art centers as well as attend workshops on alternative energy resources, career education and community history projets.

A registration fee of $18 can be sent to Armand Lohof or Michael Patterson, Social Studies Dept., Billings West High School, 2201 St. Johns, Billings 59102.

Education program aimed at consumers

The Food and Consumer Safety Bureau of the Montana Department of Health & Environmental Sciences has launched an information and education program designed to reduce the number of Montanans killed and injured each year as a result of product-related accidents, either in or around the home or involving recreational activities. In 1977 there were approximately 100 deaths and several thousand injuries reported in Montana which were caused by consumer products.

Emphasis will be placed on three efforts:

-- providing education programs and materials to enahle consumers to become more aware of the dangers of potentially hazardous household substances and improper use of appliances and other electrical products, as well as providing guidelines for purchasing such items as toys, furniture, carpeting and insulation which are as safe as possible for home use.

– encouraging consumers to contact the Food and Consumer Safety Bureau if they have a product which presents an unreasonable risk of injury. The bureau investigates all product safety compliants, except those concerning alcohol, tobacco, firearms or automobiles.

-- working with manufacturers and retailers to assist them in meeting their responsibility to consumers with respect to the safety of their products.

The hureau is arranging presentations to local groups, clubs and classes to cover such subjects as fabric flammability, child and infant safety, poison prevention, toy safety and crib safety–and such general safety subjects as proper use of chain saws and power tools, home appliances, common household products including drain cleaners and other corrosive substances, and automotive products, such as oil additives.

They also can provide pamphlets and other materials on specific products such as power tools, bicycles, infant toys and furniture.

Persons interested in any aspect of the information and education program should contact Jim Leiter or Sam Murfitt of the State Department of Health & Environmental Sciences, 449-2408, or they may call the Citizen's Advocate Office in Helena at the toll-free number 1-800-332-2272, and a member of the Food and Consumer Safety Bureau will contact them.

Language teachers to converge & converse

State foreign language and second language teachers are encouraged to attend the annual state meeting of the Montana Association of Language Teachers. The meeting will be at Carroll College, Helena, on Friday and Saturday, April 7-8.

There will be items of interest including sessions on travel and study abroad, the teaching of culture language programs for the junior high school and multiple teaching strategies for various language areas—featuring aspects of the French verb. In addition there will be book displays and displays of motivational materials.

Further information can be obtained from Duane Jackson, foreign language consultant, Office of Public Instruction.

Summer energy institute scheduled at MSU

Montana secondary teachers in physical and social science will have an opportunity to attend a summer institute in energy development and energy conservation at Montana State University. The institute, funded under a grant of $18,900 from the U.S. Department of Energy, will be held June 19-30 on the Bozeman campus. Consisting of lectures, workshops and field trips the session is designed to provide Montana teachers with both a solid background perspective and a workable energy unit package for classroom use.

The project, directed by Dr. Lauren McKinsey, Head of the Political Science Department at MSU will take a multidisciplinary approach designed to provide a balanced look at this broad topic. Instructors will be drawn from among MSU professors in physics, chemistry, earth science, political science, economics and philosophy. The program will include representatives from groups such as the National Center for Appropriate Technology, the Montana Energy Development and M.H.D. Institute, the Alternative Energy Resources Organization, the Environmental Information Center, the Montana Energy Advisory Council, the Solar Energy Research Institute and state agencies and private firms.

Both technical aspects of energy development and conservation, and the social aspects involving public consciousness of the importance of energy needs will be stressed.

The course can be taken for four graduate credits and tuition and most fees will be waived for applicants. Living and travel allowances also will be provided.

Additional information and application forms currently should be available in all schools. Enrollment will be limited to 30. Questions can be directed to Ed Eschler, Office of Public Instruction or Dr. Lauren McKinsey, Department of Political Science, Montana State University, phone 994-4141.

Sun Day is Wednesday

Sun Day will be observed on Wednesday, May 3.

This year the nationally-funded Sun Day committee has one specific goal—to encourage teachers and students to explore the possibilities of solar energy.

An educational packet on renewable energy containing specific curriculum instructions, some do-it-yourself project instructions, science experiments, plays and games on energy is available from the national Sun Day office. For more information, contact Betsy Plotkin, 1028 Connecticut Ave. N.W., Suite 1100, Washington, D.C. 20036.

Other suggestions for activities include making sun tea, baking cookies in a solar oven, drying fruit and conducting science fairs and displays. Information and these activity ideas are available from the Montana Energy Office, Capitol Station, Helena, or call 449-3940.

Poster/essay contests planned for Law Day

The State Bar of Montana Law Day 1978 Chairman has announced statewide poster and essay contests for Law Day, May 1.

Terry Cosgrove, a Helena attorney, said that school-age children throughout Montana will have an opportunity to submit posters or essays on this year's theme "The Law: Your Access to Justice." Local bar associations throughout Montana will be sponsoring contests for schools in their area. The winners in each category then will be submitted to the state bar headquarters in Helena for the selection of statewide winners.

Local winners will receive a $25 savings bond and statewide winners will receive a $100 savings bond.

Schools officials should check with local bar association officers and forward local winners to the state bar no later than April 21.

For further information on this program contact the State Bar of Montana, Box 4669, Helena 59601, 442-7660.

OPI hotline activity

Christy Shandy, Reception/Referral Desk Manager, transferred 1,482 hotline calls from Montana educators and citizens to the Office of Public Instruction staff during the month of February.

Western Energy Show available to schools

The New Western Energy Show currently is scheduling performances in Montana schools for the 1978-1979 year.

Funded through donations and grants from the Montana Alternative Renewable Energy Demonstration and Development Act, the traveling theater's typical school visit begins with a 40-minute assembly program by six performers in quick, humorous skits, complete with sets, costumes and a dulcimer. The group then presents follow-up activities in the classroom with slide shows, an energy game, hands-on workshops, scientific experiments and creative dramatics.

The show guarantees to provide guidance and consultations for teachers in most subject areas concerning renewable energy resources and energy-use consciousness.

Members of the troupe can conduct workshops on energy conservation, insulation, composting, solar greenhouses, recycling and methane for the schools as well as any interested community group.

Requests to schedule performances should be directed to the troupe's new headquarters at 842 5th Ave., Helena 59601 or call 442-4582.

Nominees needed for Teacher of the Year

Nominations for the Teacher of the Year honor are being solicited now by the Office of Public Instruction for a fall selection review.

Any group or individual may nominate a teacher in any accredited school K-12. The application and criteria for composing the material to endorse the nominee can be obtained from the Teacher of the Year Selection Committee, Office of Public Instruction, Capitol, Helena 59601.

A committee comprised of teachers, parents, students, principals and administrators will review the applications and select the candidate who will represent Montana in the national Teacher of the Year program.

Nominating material is due in the Office of Public Instruction by Oct. 13.

Sun Valley site for theater skills workshops

The Sun Valley Center for the Arts and Humanities, Sun Valley, Idaho, will present Summer 1978 Theatre Workshops with Walt Jones, assistant professor of Acting and Directing at the Yale School of Drama and associate director of the Yale Repertory Theatre, and a Company—four stimulating, versatile actors and a stage manager/lighting designer.

During their six-week residency, beginning mid-July, the Company will teach four weeks of workshops, July 31 through August 26. Three workshops, covering the gamut of theater skills, will run for the full four weeks; they are *Acting*, *Basic Stage Movement* and *Performance*. Two one-week seminar/demonstrations in *Directing* and *Children's Theatre* will be taught by Walt Jones, who will assist in teaching each of the other workshops. The seminars are especially designed for teachers. Tuition is $250 for all five workshops or $75 per individual workshop. College credit is available.

During the Company's residence they will perform Improvisational Cabaret Theatre twice a week at the Elkhorn Saloon, where students also may participate. The Company will give two stage performances at the Sun Valley Center Opera House the weekend before classes begin and the final weekend.

Walt Jones will be in Idaho March 29-April 2 to present free one-hour workshops in varied theater subjects for interested groups. The Center is currently planning an itinerary and hopes to group workshop sessions within several cities so that people can participate in and observe a variety of theater aspects. Ideas and inquiries are welcomed; write the Sun Valley Center, Box 656, Sun Valley, Idaho 83353, attention Edith Wiethorn, or phone (208) 622-9371.

American/Canadian tour workshop announced

Northern Montana College will offer an American-Canadian Heritage Tour and six-credit workshop during the 1978 summer session according to professors Arthur Dolman and Richard Vanderpool, tour leaders. Tour dates are June 19-July 1. The workshop students will meet on campus June 14-16 for instruction prior to departure. The emphasis of the tour is both historical and sociological with attention given to later use of the material in the classroom or in professional life. Special side trips are being arranged for those students in the nursing profession. This workshop can be taken for graduate and undergraduate credit.

The tour will leave Havre in the early morning of June 19 on Amtrak's Empire Builder for Chicago. After a transfer to the Chicago airport, the group will fly to Niagara Falls. Montreal, Quebec is the next stop and the group will have two days there prior to a train ride down the Lake Champlain-Hudson River valley to New York City. After three days in the "Big Apple" the tour proceeds to Philadelphia and Washington, D.C. While staying in the District, there will be a one-day charter trip to Harpers' Ferry and Gettysburg. On July 1, the tour will depart Washington on Northwest Orient for a flight to Great Falls. Arrival in Great Falls will be the termination of the tour.

Information, brochures and other details may be obtained from NMC or from the tour leaders. Contact Richard Vanderpool or Arthur Dolman at the college, (406) 265-7821, Ext. 3151.

Outstanding science students sought

School principals have received requests to forward their nominations by March 31 for the two most outstanding science students in Montana. A selection process directed by Helena Mayor Kathleen Ramey will determine which two members of this year's high school graduating class will participate in the 1978 National Youth Science Camp held annually in West Virginia.

School principals were encouraged to nominate individuals with abundant leadership capacity, social maturity, superior academic proficiency especially in areas of mathematics and sciences, and acquired skills and achievements outside the realm of the usual high school academic achievements.

The National Youth Science Camp hosts 100 young scientists each summer for a three-week learning camp that features a lecture series on new and unusual subjects in science and a complete integration of outdoor studies with a full sports program.

Nominations and requests for additional information should be directed to Mayor Kathleen Ramey, Civic Center, Helena 59601.

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From the SUPERINTENDENT

You are cordially invited to attend the State Superintendent's Annual Administrators' Conference on April 10 and 11 at the Colonial Convention Center in Helena. The conference will begin at 8 a.m. on Monday and conclude at noon on Tuesday.

This year the conference theme is "Competency Education" and the keynote address will be given by Dr. Jim Fillbrandt of Bakersfield High School in California. Dr. Fillbrandt has designed and implemented a competency education system and his presentation promises to be most informative.

Other conference activities include a series of workshops conducted by school superintendents and principals from Oregon, Florida, Arizona and California regarding the competency education programs in each of these states.

Hope to see you there.

GEORGIA RICE

'78 Calendar

April

April 1-2	Music Festivals Districts 2,2,4,5,6 & 7
1-5	Nat. Assoc. of Elementary School Principals Conference - Dallas, Tex.
1-5	Week of the Young Child, Child Care Coordinating Council - Helena
2-8	Nat. Library Week
5-7	State FFA Leadership Conference - Bozeman
6-8	High School State DECA Career Development Conference - Billings
6-11	American Alliance for Health Physical Educ. & Recreation Nat. Convention - Kansas City, Mo.
7-8	Secondary English Conference - Dallas, Tex.
7-8	Montana Assoc. of Language Teachers - Carroll College, Helena
8-9	Montana Assoc. of School Administrators Conference - Helena
10-11	State Superintendent's Annual Educ. Conference - Helena
10-16	Music Educ. Nat. Conference - Chicago, Ill.
11-12	Montana Assoc. of County Superintendent's Annual Meeting - Helena
15-16	Music Festivals Districts 3,8,9,10,11 & 12
20-21	VICA State Leadership Conference - Havre
20-22	Northwest Assoc. for Health, Physical Educ. & Recreation District Convention Spokane, Wash.
28	Arbor Day
27-29	High School Week & Montana Assoc. of Secondary School Principals Conference Montana State University, Bozeman

montana schools

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10 unCLASSIFIEDS

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